

**ALTINBAŞ UNIVERSITY**  
**School of Foreign Languages**  
**Basic English Department**  
**2018-2019 Academic Year**  
**B1 LEVEL**

**COURSE OUTLINE**

**(Unlock 3 Listening and Speaking Syllabus)**

**1. Course Description**

This course is designed to develop all language skills, including language sub-skills and grammar. The course aim is to prepare students to be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise while travelling in an area where the language is spoken. Students can produce simple connected texts on topics which are familiar, or of personal interest. They will be able to describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions.

**2. Goals and Learning Outcomes**

***Course Aim:***

At the end of this course, students will be able to:

- follow a lecture or talk with his/her own field, provided the subject matter is familiar
- understand simple technical information
- find and understand relevant information in everyday material, such as letters or brochures
- enter unprepared into conversations on familiar topics
- give brief comments on the views of others
- exchange, check and confirm accumulated factual information using familiar routine language
- write personal letters and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision

***Course objectives:***

More specifically, students will be able to:

- understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly
- recognize significant points in straightforward newspaper articles on familiar subjects
- express and respond to feelings such as surprise, happiness, interest and indifference
- express belief, opinion, agreement and disagreement
- ask for and follow detailed directions
- describe events, real or imagined, dreams, hopes and ambitions

### 3. Materials

Unlock 3 Listening and Speaking

### 4. Overall Structure of the Course and Requirements

The format of this course will be based on in-class discussions on the assigned materials and exercises designed to reinforce important skills and strategies. Students are expected to **attend class regularly**, participate in activities, complete the given assignments before and after class, ask questions and turn in assignments on time and correct their mistakes upon teacher and peer feedback.

### 5. Course Policies

- **Assignments:** All assignments are due at the start of the lesson hour unless otherwise specified. The assignments and other tasks must be submitted as scheduled in the syllabus and as announced in class. Exceptions will only be made in exceptional circumstances.
- **Electronic devices:** No iPods, mobile phones or other electronic devices will be allowed in class. Cell phones must be switched off during the class.
- **Plagiarism:** Plagiarism refers to a form of cheating that has been defined as ‘the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own. To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft. Simply put, plagiarism is not tolerated in this university. Respect yourself enough to have faith in what you can accomplish on your own, rather than stealing someone else’s work. Any student caught cheating or plagiarizing (meaning copying something from the Internet and /or from a friend and turning it in as their own work) will receive a 0 (ZERO) on that assignment.

### 6. Rules

- Attend class every day. If you are unable to attend class, email your instructor, or talk to your instructor before you need to be absent.

- o Be on time for class and participate. Your success and the success of your peers in this course are influenced by your prompt attendance and participation. You are expected to participate in class and in groups.
- o Do all of your work and do it on time! You must complete all of your homework and in class work for this course on the day it is due. When you return to class after an absence, it is your responsibility to talk to your instructor or friends before class to find out which work you have missed.
- o Do not plagiarize. All of your work must be your work, not someone else's. Do not ask friends, roommates, or anyone else to do your work. Plagiarism may result in failure.
- o Throughout the lessons only English will be used as a means of communication, between teacher and student AND among students. Breaking any of these rules will result in negative points.

### 7. Assessment and Grading

Students must satisfactorily complete all course requirements to receive a passing grade in this class.

Grades will be assigned using the following weights:

<b>WRITING TASKS</b> 4 tasks x 5 points each	20 points
<b>SPEAKING TASKS</b> Face to face: 4 tasks x 5 points each	20 points
<b>LITERATURE CIRCLES</b> 1 tasks x 20 points each	20 points
<b>QUIZZES</b> (5 quizzes x 10 points each) (6th quiz 25 points)	75 points
<b>CLASS PROJECT</b>	20 points
<b>ONLINE ASSIGNMENTS</b>	50 points
<b>MIDTERM</b>	100 points
<b>TOTAL</b>	305 points
<b>MINIMUM GRADE FOR ELIGIBILITY</b>	198 points

### 8. Course Outline

Course objectives, materials and outcomes are listed below. However, circumstances may call for a departure from this schedule. Any changes in the schedule will be made in advance.

	COURSE OBJECTIVES	MATERIALS	LEARNER OUTCOMES	NOTES
<b>WEEK 1</b> <b>17-21.09.2018</b>	<ul style="list-style-type: none"> <li>- Asking questions about animals</li> <li>- Understanding key vocabulary</li> <li>- Understanding main ideas</li> <li>- Guessing the meaning from the context</li> <li>- Understanding detail</li> <li>- Predict the content</li> <li>- Listening for detail</li> <li>- Understanding target grammar: Past Cont. Tense; Used to/Would;</li> <li>- Listening for main ideas</li> <li>- Listening for opinion</li> <li>- Understanding word families, e.g. <i>analysis, analyze, analytical</i>, etc...</li> <li>- Understanding modals for obligation and suggestions</li> <li>- Understand contrasting linkers: but, yet, on the contrary... etc.</li> </ul>	<p><b>UNLOCK 3</b>  <b>LISTENING &amp; SPEAKING</b>  <b>INTERMEDIATE</b></p> <p>- <b>UNIT 1</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about animals</li> <li>- Talk about animal organization Relate key vocabulary to their definitions</li> <li>- Name animals shown in the video</li> <li>- Describe the photographs</li> <li>- Discuss true/false statements given in the video</li> <li>- Talk about advantages and disadvantages of wildlife conservers</li> <li>- Relate key vocabulary to its definitions</li> <li>- Predict the programme by looking at advert Complete the notes while listening</li> <li>- Talk about abbreviations</li> <li>- Talk about whether it's important to look after animals</li> <li>- Complete the table with word families</li> <li>- Use word families in the sentences</li> <li>- Relate key vocabulary to its definitions</li> <li>- Use key vocabulary in the sentences</li> <li>- Talk about positive and negative reasons of using animals for work</li> <li>- Discuss what are animals used for</li> <li>- Discuss the speakers' opinion Use contrasting linkers in the sentences</li> <li>- Find the correct contrasting linker</li> <li>- Planning the speech about using animals for entertainment</li> </ul>	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Modals of obligation and suggestions (<i>have to, have got to, should, need to, must, ought to</i>)</li> <li>- Contrasting ideas (e.g. <i>but, yet, however</i>)</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Animals related vocabulary</li> <li>- Word families (e.g. <i>analysis, analytical, analytically</i>)</li> </ul>
<b>WEEK 2</b> <b>24-28.09.2018</b>	<ul style="list-style-type: none"> <li>- Asking questions about customs and traditions</li> <li>- Understanding key vocabulary</li> <li>- Predicting the content</li> <li>- Understanding main ideas</li> <li>- Understanding detail</li> <li>- Listening for main ideas</li> <li>- Listening for detail</li> <li>- Understanding suffixes</li> </ul>	<p><b>UNLOCK 3</b>  <b>LISTENING &amp; SPEAKING</b>  <b>INTERMEDIATE</b></p> <p>- <b>UNIT 2</b></p> <p>- <b>QUIZ 1 28.09.2018</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about customs and traditions in their country</li> <li>- Relate key vocabulary to its definitions</li> <li>- Describe the photographs and predict the content</li> <li>- Talk about ideas that were mentioned in the video</li> <li>- Discuss true/false statements given in the video</li> <li>- Restate sentences using key vocabulary</li> </ul>	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Dependent prepositions (e.g. <i>adapt to, interested in, complain about</i>)</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Customs and traditions related vocabulary</li> <li>- Suffixes (e.g. <i>-al, -ise, -able, -ful, -less</i>)</li> </ul>

			<ul style="list-style-type: none"> <li>- Predict what the listening is about by answering some questions</li> <li>- Relate photographs to the topics of the listening</li> <li>- Talk about details of the listening</li> <li>- Identify cause and effect</li> <li>- Use suffixes to form different parts of speech</li> <li>- Find the sentence halves with the help of key vocabulary</li> <li>- Predict the content by looking at the pictures</li> <li>- Talk about social-networking activities</li> <li>- List the phrases of signposting an opinion: agreeing and disagreeing</li> </ul>	
<p><b>WEEK 3</b> <b>01-05.10.2018</b></p>	<ul style="list-style-type: none"> <li>- Asking questions about history</li> <li>- Understanding key vocabulary</li> <li>- Predicting the content</li> <li>- Understanding main ideas</li> <li>- Understanding detail</li> <li>- Using students' knowledge</li> <li>- Listening for main ideas</li> <li>- Understanding synonyms</li> <li>- Using students' knowledge</li> <li>- Listening for detail</li> <li>- Asking questions about transport</li> </ul>	<p><b>UNLOCK 3</b> <b>LISTENING &amp;</b> <b>SPEAKING</b> <b>INTERMEDIATE</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 3</b></li> <li>- <b>UNIT 4</b></li> <li>- <b>Speaking Task 1</b> <b>04.10.2018</b></li> <li>- <b>Literature Circle 1</b> <b>04.10.2018</b></li> <li>- <b>QUIZ 2</b> <b>05.10.2018</b></li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about historical places</li> <li>- Compose a speech about history</li> <li>- Relate key vocabulary to its definition</li> <li>- Describe the photographs and predict the content</li> <li>- Complete the summary using key vocabulary</li> <li>- Name the topics that were mentioned in the video</li> <li>- Discuss the skills of an archaeologist</li> <li>- Relate key vocabulary to its definition</li> <li>- Talk about historical places shown in the photographs</li> <li>- Discuss the historical finds discussed in the listening</li> <li>- Find synonyms and use it in the sentences</li> <li>- Relate key vocabulary to its definition</li> <li>- Talk about Ottoman Empire</li> <li>- Discuss true/false statements given in the listening part</li> <li>- Plan a speech</li> <li>- Explain the summary of a storybook</li> <li>- Talk about forms of transport</li> <li>- Use expressions to introduce recommendations</li> </ul>	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Relative clauses</li> <li>- Comparing things (e.g. <i>by far, considerably more, definitely more</i>)</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- History and transport related vocabulary</li> <li>- Synonyms (e.g. <i>soldiers, warriors, find, discover</i>)</li> <li>- Talking about achievement (e.g. <i>challenge, goal, attitude</i>)</li> </ul>

<b>WEEK 4</b> <b>08-12.10.2018</b>	<ul style="list-style-type: none"> <li>- Asking questions about environment</li> <li>- Understanding key vocabulary</li> <li>- Predicting the content</li> <li>- Understanding main ideas</li> <li>- Understanding detail</li> <li>- Listening for main ideas</li> <li>- Listening for detail</li> <li>- Understanding negative prefixes</li> <li>- Understanding modal verbs</li> <li>- Listening for counter-argument</li> </ul>	<p><b>UNLOCK 3</b>  <b>LISTENING &amp; SPEAKING</b>  <b>INTERMEDIATE</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 5</b></li> <li>- <b>Speaking Task 2</b>  <b>11.10.2018</b></li> <li>- <b>QUIZ 3 12.10.2018</b></li> <li>- Build sentences about environment using modal verbs</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about environment</li> <li>- Relate key vocabulary to its definition</li> <li>- Complete sentences using key vocabulary</li> <li>- Describe the photographs and predict the content</li> <li>- Complete the summary using main ideas from the video</li> <li>- Discuss true/false statements given in the video</li> <li>- Find the sentence halves with related key vocabulary</li> <li>- Outline main ideas of the listening part</li> <li>- Complete the summary with the details</li> <li>- Use negative prefixes and form negative adjectives</li> <li>- Complete the sentences using negative adjectives</li> <li>- Create sentences using modal verbs</li> <li>- List ideas of advantages and disadvantages of using nuclear energy</li> <li>- Identify counter-argument</li> <li>- Discuss for and against arguments of nuclear power</li> <li>- Plan a speech</li> </ul>	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Modals to express opinions (e.g. <i>might be, could, may</i>)</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Environment related vocabulary</li> <li>- Negative prefixes (e.g. <i>un-, in-, im-</i>)</li> </ul>
<b>WEEK 5</b> <b>15-19.10.2018</b>	<ul style="list-style-type: none"> <li>- Asking questions about health and fitness</li> <li>- Understanding key vocabulary</li> <li>- Predicting the content</li> <li>- Understanding main ideas</li> <li>- Understanding detail</li> </ul>	<p><b>UNLOCK 3</b>  <b>LISTENING &amp; SPEAKING</b>  <b>INTERMEDIATE</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 6</b></li> <li>- Note-taking skills (LS class)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about health and fitness</li> <li>- Relate key vocabulary to its definition</li> <li>- Describe the photographs</li> <li>- Complete the summary using key vocabulary</li> </ul>	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Talking about preferences (e.g. <i>I'd rather, I'd prefer</i>)</li> </ul> <p><b>VOCABULARY</b></p>

	<ul style="list-style-type: none"> <li>- Using students' knowledge</li> <li>- Listening for main ideas</li> <li>- Listening for attitude</li> <li>- Understanding phrasal verbs</li> </ul>	<p><b>MIDTERM EXAM</b>  <b>18.10.2018 Written</b>  <b>19.10.2018 Speaking</b></p>	<ul style="list-style-type: none"> <li>- Discuss true/false statements given in the video</li> <li>- Find the sentence halves with the help of key vocabulary</li> <li>- Describe photographs and predict the content</li> <li>- Describe the attitude (positive or negative) of the speaker</li> <li>- Use phrasal verbs in the sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Health and fitness related vocabulary</li> <li>- Phrasal Verbs (e.g. <i>go out, bring up, take up</i>)</li> </ul>
<p><b>WEEK 6</b>  <b>22-26.10.2018</b></p>	<ul style="list-style-type: none"> <li>- Asking questions about discovery and invention</li> <li>- Understanding key vocabulary</li> <li>- Predicting the content</li> <li>- Understanding main ideas</li> <li>- Understanding detail</li> <li>- Using students' knowledge</li> <li>- Listening for detail</li> <li>- Asking questions about fashion</li> <li>- <b>Note-taking activity</b></li> <li>- Understanding phrases with <i>make</i></li> <li>- Understanding <i>passive verb forms</i></li> <li>- Understanding idioms and fixed expressions e.g. <i>give me a hand</i></li> </ul>	<p><b>UNLOCK 3</b>  <b>LISTENING &amp; SPEAKING</b>  <b>INTERMEDIATE</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 7</b></li> <li>- <b>UNIT 8</b></li> <li>- <b>Speaking Task 3</b>  <b>25.10.2018</b></li> <li>- <b>Literature Circle 2</b>  <b>25.10.2018</b></li> <li>- <b>QUIZ 4</b> <b>26.10.2018</b></li> <li>- Note-taking activity:  Unit 7 (Listening 2)  Unit 8 (Listening 2)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about discovery and invention</li> <li>- Relate key vocabulary to its definition</li> <li>- Find main details mentioned in the video</li> <li>- Find details from the video</li> <li>- Describe the photographs</li> <li>- Talk about invention in the photographs</li> <li>- Design an app that student would recommend to other people</li> <li>- Talk about fashion</li> <li>- Plan a speech</li> <li>- Compose a summary of the book</li> <li>- Discuss true/false statements given in the video</li> <li>- Use passive verb forms in sentences</li> <li>- Use idioms and fixed expressions in the sentences</li> </ul>	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Passive forms</li> <li>- Talking about the future (e.g. <i>be going to, am/is/are+Ving, will</i>)</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>- Discovery and invention and fashion related vocabulary</li> <li>- Idioms and fixed expressions (e.g. <i>I see what you mean, give me a hand, at long last</i>)</li> </ul>
<p><b>WEEK 7</b>  <b>29.10-02.11.2018</b></p>	<ul style="list-style-type: none"> <li>- Asking questions about economics</li> <li>- Understanding key vocabulary</li> <li>- Predicting the content</li> <li>- Understanding main ideas</li> <li>- Understanding detail</li> <li>- Using students' knowledge</li> <li>- Listening for main ideas</li> <li>- Listening for details</li> </ul>	<p><b>UNLOCK 3</b>  <b>LISTENING &amp; SPEAKING</b>  <b>INTERMEDIATE</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 9</b></li> <li>- <b>Writing Task 4</b>  <b>30.10.2018 (opinion essay)</b></li> <li>- <b>Speaking Task 4</b>  <b>01.11.2018</b></li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about economics</li> <li>- Choose the best answer using key vocabulary</li> <li>- Describe the photographs</li> <li>- Discuss true/false statements given in the video</li> <li>- Discuss the migrant workers in their country</li> <li>- Discuss the millionaire's cars</li> </ul>	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Conditional sentences</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>- Economics related vocabulary</li> <li>- Collocations with <i>pay, save</i> and <i>money</i> (e.g. <i>pay</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>- Understanding collocations with <i>pay, save</i> and <i>money</i></li> <li>- Understanding conditional sentences</li> <li>- Using students' knowledge</li> <li>- <b>Note-taking activity</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>QUIZ 5 02.11.2018</b></li> <li>- Note-taking activity (extra)</li> </ul>	<ul style="list-style-type: none"> <li>- Predict the millionaire's behavior Identify factual mistakes</li> <li>- Use collocations with <i>pay, save</i> and <i>money</i> in the sentences</li> <li>- Use conditional sentences in the sentences</li> <li>- Complete the table with for and against arguments</li> <li>- Plan a speech</li> </ul>	<i>in cash, save energy, borrow money)</i>
<b>WEEK 8</b> <b>05-09.11.2018</b>	<ul style="list-style-type: none"> <li>- Asking questions about human brain</li> <li>- Understanding key vocabulary</li> <li>- Predicting the content</li> <li>- Understanding main ideas</li> <li>- Understanding detail</li> <li>- Understanding students' knowledge</li> <li>- Listening for main ideas</li> <li>- Understanding paraphrase</li> <li>- Understanding collocations with <i>mind</i></li> <li>- <b>Note-taking activity</b></li> </ul>	<p><b>UNLOCK 3</b>  <b>LISTENING &amp; SPEAKING</b>  <b>INTERMEDIATE</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 10</b></li> <li>- Note-taking activity (extra)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about human brain</li> <li>- Relate key vocabulary to its definition</li> <li>- Talk about whether medicine make people sick or feel better</li> <li>- Talk about events which happen in a video</li> <li>- Discuss true/false statements given in the video</li> <li>- Talk about placebo effect</li> <li>- Describe the photographs</li> <li>- Talk about brains of genius people</li> <li>- Construct sentences using paraphrasing strategies</li> <li>- Use collocations with <i>mind</i> in sentences</li> </ul>	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Modal verbs for giving advice (<i>If I were you, I would...; You should...; You ought to...</i>)</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>- Human brain related vocabulary</li> <li>- Collocations with mind (e.g. <i>mind your own business, never mind, speak your mind</i>)</li> </ul>
<b>WEEK 9</b> <b>12-16.11.2018</b>	<ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>UNLOCK 3</b>  <b>LISTENING &amp; SPEAKING</b>  <b>INTERMEDIATE</b></p> <p><b>FINAL EXAM</b>  <b>15.11.2018 Written</b>  <b>16.11.2018 Speaking</b></p>		<p><b>GRAMMAR:</b>  <b>Revision</b></p> <p><b>VOCABULARY:</b>  - <b>Revision</b></p>



